

## BURTON PACK ELEMENTARY

111 Garden Drive  
Columbia, S. C. 29204

**GRADES** K-5 Elementary School

**ENROLLMENT** 435 Students

**PRINCIPAL** Denise Collier 803-691-5550

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	40	38	2

#### IMPROVEMENT RATING:

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Unsatisfactory	N/A
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Below Average	Average	No
<b>2004</b>	Average	Good	Yes

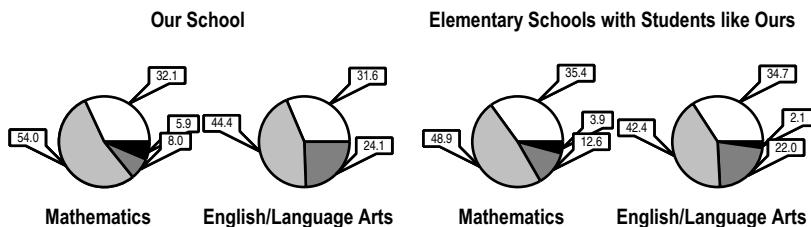
**DEFINITIONS OF DISTRICT RATING TERMS**

- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

69.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	225	99.1	30.8	44.9	24.3	0.0	34.6	Yes	Yes
Gender									
Male	117	98.3	42.6	36.2	21.3	0.0	25.5		
Female	108	100.0	18.7	53.8	27.5	0.0	44.0		
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	223	99.1	30.8	44.9	24.3	0.0	34.6	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	206	99.0	29.6	46.2	24.3	0.0	36.1		
Disabled	19	100.0	43.8	31.3	25.0	0.0	18.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	225	99.1	30.8	44.9	24.3	0.0	34.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	225	99.1	30.8	44.9	24.3	0.0	34.6		
Socio-Economic Status									
Subsidized meals	209	99.0	32.0	45.3	22.7	0.0	32.6	Yes	Yes
Full-pay meals	16	100.0	15.4	38.5	46.2	0.0	61.5		

Mathematics - State Performance Objective = 15.5%									
All Students	225	99.6	32.1	54.0	8.0	5.9	26.2	Yes	Yes
Gender									
Male	117	99.2	35.4	52.1	6.3	6.3	24.0		
Female	108	100.0	28.6	56.0	9.9	5.5	28.6		
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	223	99.6	32.1	54.0	8.0	5.9	26.2	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	206	99.5	31.0	54.4	8.2	6.4	26.9		
Disabled	19	100.0	43.8	50.0	6.3	0.0	18.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	225	99.6	32.1	54.0	8.0	5.9	26.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	225	99.6	32.1	54.0	8.0	5.9	26.2		
Socio-Economic Status									
Subsidized meals	209	99.5	33.9	55.2	6.9	4.0	23.6	Yes	Yes
Full-pay meals	16	100.0	7.7	38.5	23.1	30.8	61.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**  
N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	93	98.9	41.3	34.7	21.3	2.7	24.0
	<b>Grade 4</b>	93	98.9	40.0	41.3	18.7	N/A	18.7
	<b>Grade 5</b>	93	100.0	75.0	19.4	5.6	N/A	5.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	64	98.4	33.3	37.3	29.4	N/A	29.4
	<b>Grade 4</b>	79	98.7	21.2	59.1	19.7	N/A	19.7
	<b>Grade 5</b>	82	100.0	39.1	42.0	18.8	N/A	18.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	93	100.0	50.0	39.5	7.9	2.6	10.5
	<b>Grade 4</b>	93	100.0	39.5	47.4	9.2	3.9	13.2
	<b>Grade 5</b>	93	100.0	73.6	22.2	2.8	1.4	4.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	64	100.0	38.5	50.0	5.8	5.8	11.5
	<b>Grade 4</b>	79	98.7	31.3	55.2	4.5	9.0	13.4
	<b>Grade 5</b>	82	100.0	29.0	56.5	11.6	2.9	14.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 435)				
First graders who attended full-day kindergarten	92.8%	N/C	100.0%	100.0%
Retention rate	1.3%	Down from 1.8%	3.7%	2.7%
Attendance rate	95.5%	Up from 93.9%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.5%		6.5%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.7%		5.7%	3.5%
Eligible for gifted and talented	7.7%	Up from 4.8%	4.9%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	2.8%	Down from 3.2%	8.0%	8.2%
Older than usual for grade	0.2%	Down from 0.6%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Down from 1.6%	0.0%	0.0%

Teachers (n= 39)				
Teachers with advanced degrees	56.4%	Down from 57.1%	48.4%	51.4%
Continuing contract teachers	74.4%	Up from 59.5%	78.3%	87.5%
Highly qualified teachers**	87.9%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.8%	0.0%
Teachers returning from previous year	76.2%	Up from 66.0%	81.9%	86.7%
Teacher attendance rate	92.4%	Down from 92.9%	94.7%	94.9%
Average teacher salary	\$37,140	Up 0.4%	\$38,993	\$40,760
Prof. development days/teacher	14.0 days	Up from 13.5 days	13.4 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 19.0 to 1	16.7 to 1	18.9 to 1
Prime instructional time	85.7%	Up from 84.7%	88.9%	90.0%
Dollars spent per pupil*	\$7,105	Up 27.3%	\$7,052	\$6,044
Percent of expenditures for teacher salaries*	70.2%	Up from 66.1%	64.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	90.6%	Up from 71.2%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission statement of Burton-Pack Elementary School is to ensure that each student is successful in his or her academic, social, and personal growth by creating an educational environment characterized by student discovery and exploration; respect for individual and cultural differences; an atmosphere in which students can develop self-worth; and parent/community involvement and support.

On the 2003 Palmetto Achievement Challenge Test (PACT), the school's improvement rating increased from below average to average. This growth was a result of the eight percentage-point gain in Math, the 16.2% students scoring Proficient and Advanced in English/Language Arts and the 30 percent gain in Math by grade 4.

To enhance the instructional program of Burton-Pack, several initiatives were implemented, which included the After-School Tutorial Program; Renaissance Learning; small-group instruction, especially in grades 3-5; and Math Instructional Focus. The Comprehensive Remediation Program served approximately 100 students in grades 3-5 on an on-going basis. The program provided homework assistance and tutoring in math and reading in a structured and supervised environment.

Small-group instruction occurred with 20 tutors providing 2 % hours of math and reading instruction to students in grades 3, 4, and 5, Monday-Friday. The final initiative was the Math Instructional Focus. On each half-day Wednesday morning, homeroom teachers, related-arts teachers and support staff engaged in team teaching. Rigorous and challenging math activities were done with all students.

In addition to the academic improvements, there has been an increase in parental involvement, more community support, enhanced staff relationships and improved student discipline.

Denise Collier, Principal, Burton-Pack Elementary School

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	40	70	34
Percent satisfied with learning environment	60.0%	82.9%	82.4%
Percent satisfied with social and physical environment	70.0%	81.2%	91.2%
Percent satisfied with home-school relations	30.8%	80.0%	63.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.